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ABSTRACT

The school principal has a key role in working with teachers to enhance the school as a learning community. Chapter 1 discusses the standards that emanate from such organizations as the National Staff Development Council (NSDC) and National Council for Accreditation of Teacher Education (NCATE) and that serve as a basis for designing staff development initiatives. Chapter 2 focuses on the role of the principal as an instructional leader in providing opportunities for staff development. Chapter 3 focuses on the unique needs of adult learners and on how the principal can set the conditions that provide more appropriate staff development opportunities for teachers. Chapter 4 focuses on building learning communities for adults. Chapter 5 explores job-embedded learning and its essential ingredients: relevance, transfer of practice, time, and feedback. Chapter 6 describes the most commonly utilized staff development models and the processes inherent in them. Chapter 7 focuses on evaluating the results of staff development to assess these efforts and to assist in modifying and planning future staff development activities that will unify prior and future initiatives. Chapter 8 deals with the thorny issues surrounding funding and resource allocation. Most chapters have "Notes from the Field," a detailed "Case Study from the Field," and suggested readings. (Contains 167 references.) (RT)